



A Step by Step Guide for Districts

# ASQ:3 & ASQ: SE2

Getting Online, Partnering with Community Early Learning Providers, and Tracking All Referrals



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### **A Step by Step Guide for Districts:**

#### **Getting Online:**

All districts have online ASQ portals for community access to developmental screenings. A list of district links and contacts is available in the appendix. Remember, you can use the Program Administrator Manual and tutorials to answer your questions. The manual and tutorials can be found under "Quick Links" on the bottom left, under the "Visit our Health System" link.

Direct Link: <https://www.asqonline.com/help/default.htm>

#### **Partnering with Community Early Learning Providers:**

*Child Care Centers, Head Starts, Family Child Care Programs, and Private Preschools*

- 1. Set up your website so the following information is easily accessible:**
  - a. ASQ Links**
  - b. Consent to Screen on district letterhead**
  - c. Invitation Letter on District letter head. (see appendix)**
- 2. Check to make sure Consent to Screen form matches the updated wording on the ASQ Platform. It should read:**

<b>English</b>	<i>"As part of consenting to do the ASQ screenings, I understand that screening information entered online will be shared with the Delaware Department of Education, Office of Early Learning, the Delaware Department of Public Health and Delaware Health and Social Services to determine overall developmental trends that will help with budget and resource decisions. Screening results will also be shared with your childcare provider, because they must keep track of completed developmental screenings (required by Delaware STARS) and your district of residence if there is a concern."</i>
<b>Spanish</b>	<i>"Como parte del consentimiento para realizar la evaluación de LA ASQ, entiendo que la información de cribado introducida en línea se compartirá con el Departamento de Educación de Delaware, la Oficina de Aprendizaje Temprano, el Departamento de Salud Pública de los Estados Unidos de Delaware, y para determinar generalmente tendencias de desarrollo que ayudarán con las decisiones presupuestarias y de recursos. Los resultados de la detección también se compartirán con su proveedor de cuidado infantil, ya que deben realizar un seguimiento de las pruebas de</i>

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	<i>detección de desarrollo completadas (requeridas por los TESTAR sin embargo) y su distrito de origen si hay una preocupación."</i>
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3. **Create a flyer with your district's online screening access info.**
4. **Send flyer along with your Consent to Screen and Invitation Letter, both on district letterhead, to child cares within your district inviting them to participate by using your district's portal.**
  - a. Visit the link below to determine which child cares are in your district:  
<https://delaware.maps.arcgis.com/apps/webappviewer/index.html?id=106bc5ac91a24fb38533dc029b34bb5b>
    - i. This resource also provides the child care's STAR level, Address, and Phone Number.
5. **You can also send an email blast with the screening flyer, Invitation Letter, and Consent to Screen to all childcares in your district by contacting Betty Gail Timm at the Office of Child Care Licensing (OCCL) at [Elizabeth.timm@delaware.gov](mailto:Elizabeth.timm@delaware.gov)**
6. **Consider having a meeting with providers in your district to discuss the ASQ process and answer questions.**
  - a. Provide a certificate to attendees as this will count towards their 18 hours of training required by OCCL.
  - b. Create a schedule with childcares in your district, if possible, to avoid a high volume of screenings at any one time.
7. **Adding new childcares:**
  - a. At this time, most child cares have already been added to your ASQ portal.
  - b. If a new childcare contacts you to be added, you can either refer them to Jenny Grady at [Jenny.Grady@doe.k12.de.us](mailto:Jenny.Grady@doe.k12.de.us) or add them yourself and contact Jenny and she will add that program to the Birth to Three portal.
8. **Partnership Agreements are not required, however they will assist in managing the expectations between the districts and early childhood programs. (see appendix for sample)**
9. **Partnering with Elementary Schools in your District:**
  - a. Meet with secretaries, principals, and K teachers to explain the importance of developmental screening and request they distribute screening flyers to families with young children.
  - b. Provide extra copies to sites to leave for families.
  - c. Have school consider adding the screening links to their websites.

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**10. Partnering with community programs in your area:**

- a. Contact local libraries, Parents as Teachers, medical centers, PAL centers, Boys and Girls Clubs, YMCA's, etc. to explain the importance of developmental screening.
- b. Provide extra copies of the screening flyer to community partners and ask them to share with families with young children.
- c. Consider joining a Delaware Readiness Team in your area as they are actively involved in promoting access to Developmental Screening for ALL children.

**Reviewing Screenings and Tracking Referrals:**

**1. Developmental Screenings MUST be reviewed at least once every 2 weeks.**

1. Check both Family Access and transfer history report to get most recent screenings
2. Flexibility is permitted during high rates of screening, such as the fall.
3. Keep in mind the Head Start Performance Standards which notes a 45 day screening timeline
  - i. Check with your district leadership to determine if an MOU with your local Head Start exists. This may indicate you must meet this 45 day standard noted above.
  - ii. If an MOU is in place, screening for Head Start programs will be given priority to meet the standards.

**2. Sign in to the ASQ portal and click Family Access tab.**

**3. Under public URL's, it notes how many screenings to approve/reject or assign.**

1. If you receive a screening from a child under 35 months, place that child's screening into ASQ Technical Assistant's classroom to be transferred.
2. If you receive a screening from a different state (outside of Delaware), and the child does not attend a child care within your district, reject the screening so the family is aware of the rejection.
3. Screenings are completed based on the location of the child care, not parent's district of residence.
  - i. If referral is needed and the child resides outside of your district, refer to the appropriate district. Permission is included in online consent and written consent form.

**4. Approve new screenings**

**5. Merge Child Profiles so there will be only 1 profile for each child.** Directions are below. If for any reason you have duplicates of the same Child Profile,

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you can merge those profiles together to create one Child Profile, without losing the data from either profile.

#### To merge Child Profiles:

1. Select *Child Profiles* from the top navigation menu.
2. Select the name of a Child Profile you wish to merge.
3. In the Child Profile Details section, click the *Merge* tab.
4. You will be taken to a list of Child Profiles within your program. This page lists the child's name, DOB, Child ID, and Alt. ID. Any rows that are bold indicates a child profile with the same birth date or name.
5. Select the button to the left of the Child Profile you would like to merge.
6. Click the *Merge Child Profiles* button at the bottom of the page.

Child Profile Details		View All	Edit	Delete	Merge
Last name	Batts				
First name	Joan				
Middle name					
Child ID	1550197				
Alt. ID					
Status	Active				
Date of birth (YYYY-MM-DD)	2014-04-17				
Weeks premature (if child was born 3 or more weeks prematurely)	0				
Adjusted age	36 months and 15 days				
Gender	Female				
Birth weight					
Ethnicity					

Select a target child profile for "Batts, Joan"

Bold rows indicate a child profile with the same birth date or name

Search:

	Name	DOB	Child ID	Alt. ID
<input type="radio"/>	Batts, Joan	2014-04-17	1550197	
<input type="radio"/>	Batts, Johney	2015-02-14	1624116	

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\* \* Please note that when merging two profiles, the Child Profile that you are merging *into* is the data that will prevail. If the merging profile has separate demographic data than the profile being merged into, the demographic data will be overwritten.

Once two child profiles are merged, the merged child profile will be available to view under the Quick Link, *Recent Merges*.

**6. Determine if the screening is “on target”, “needs monitoring”, or is “at risk”, and send the appropriate Parent Results Form**

1. **On Target:** If both screenings are on target, fill out form as noted below
  - i. Box 1: Check areas indicating the child was on target
  - ii. Box 2: Check no additional action by parent is needed. Use attached packet as a guide to support your child.
2. **Needs Monitoring:** If both screeners are completed and any area is in monitoring range, fill out the parent results form as noted below:
  - i. Box 1: Check the boxes indicating where the child's screening fell in each area
  - ii. Box 2: Check the box which notes “Implement the attached “Activities for Children” based on your child's age. Continue to monitor your child's skills. If you have any concern, contact Child Find. “
  - iii. Consider referral to 211/Help Me Grow to assist with addressing underlying social determinants of health
  - iv. Consider referral to physician
  - v. All decisions are made on an individual basis with parent input
3. **At Risk :** If both screeners are complete, and any area is below target, fill out the parent results form as noted below
  - i. Box 1: Check the boxes indicating where the child's screening fell in each area
  - ii. Box 2: Check box indicating “Some scores might warrant further educational evaluations for early intervention services or special education services.” Contact Child Find.

***Further Assessment or Referral does not always mean a full diagnostic evaluation. Additional Child Find activities may be initiated by the district to determine evaluation or resource needs and are based on individual need. Consider Referring to 211/Help Me Grow or Physician.***

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7. **Send the appropriate” Results Letter” to report screening results to families along with ASQ activities for Home and CDC Developmental Milestones Booklet** (available online or in hard copy for free).
  1. Information is found at:  
<https://www.cdc.gov/ncbddd/actearly/milestones/index.html>
  2. This information should be sent through email
8. **If an email does not exist for the family, share results with child care and ask them to share with family or send by mail.**
9. **If family does not respond to letter when further evaluation is recommended, contact family by phone to review screening results.**
10. **Note recommendations under Follow Up on ASQ: 3 and ASQ:SE:2 Summary Sheet**
11. **Record recommendations in the Notes section of the child’s profile.**

**To add a Child Profile note:**

1. Select *Child Profiles* from the top navigation menu
2. Browse the Child Profiles list or search for a Child Profile.
3. Click on the child's name to access his or her profile.
4. Click on the *Add* tab next to the Child Profile Notes tab.

**OR**

1. Select the *Add Note* Quick Link.
2. On the **Add Note** page:
  - a. Enter the “Subject” of the note.
  - b. Select the “Note type” from the drop-down menu. Your options are: Reminder, Medical History, Family Status, Referral, Assessment, Intervention, Observation, Concern, Program Status, and Other.
  - c. Enter the text of the note in the “Description” text box.
3. Click Save.

Home » Child Profiles » Lowell, Raina » Notes » Dr visit

Child Profile Note	Edit	Delete
Subject	Dr visit	
Note type	Medical History	Entered by Harper, Molly
Description	Child was seen by behaviorist for ADHD. Child prescribed Ritalin.	
	Updated	2017-04-25 04:21PM



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12. Click “view all” to see where the child attends child care and place the screening into the appropriate child care provider list. Directions are below.

#### Assigning a Provider or Reviewer to a Child Profile:

1. Select *Child Profiles* from the top navigation menu.
2. Select the child to whom you wish to assign a Provider or Reviewer.
3. Scroll down to the Child's Providers & Reviewers section.
4. Click the *Add* tab to the right of the Child's Providers & Reviewers tab.

Home » Child Profiles » Lowell, Raina » Notes » Dr visit

Child Profile Note	Edit	Delete
Subject	Dr visit	Entered by Harper, Molly
Note type	Medical History	Updated 2017-04-25 04:21PM
Description	Child was seen by behaviorist for ADHD. Child prescribed Ritalin.	

#### OR

1. Click the *Add Provider/Reviewer* Quick Link.
2. You will be taken to a **Providers & Reviewers** page where you have two options:
  - a. Search for available Providers or Reviewers by “Program user last name” or “Program user first name.”
  - b. Scroll down to the Available Providers and Reviewers section, and look for available Providers or Reviewers by last name.
3. Click the *Add* tab in the top right corner of the Available Providers and Reviewers section. You will get a message saying, “User was successfully assigned to child profile.”

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Quick Links
Add Screening
Add Task
Add Note
Add Existing Caregiver
Add New Caregiver
Add Provider/Reviewer
Export Child Data
Help

Home » Bluewater District School Board » Child Profiles » Batts, Joan

Child Profile Details		View All	Edit	Delete	Merge
Last name	Batts				
First name	Joan				
Middle name					
Child ID	1550197				
Alt. ID					
Status	Active				
Date of birth (YYYY-MM-DD)	2014-04-17				
Weeks premature (if child was born 3 or more weeks prematurely)	0				

#### Assigning multiple children to a Provider:

1. Select *Program* from the top navigation menu.
2. Select *Search Program Users* from left Quick Links menu.
3. Click on the name of the user you want to assign child profiles to.
4. Click *Assign Children to Provider* from left Quick Links menu.
5. Click in the box to the left of the child profiles that you want to assign to the user in the Available Child List section.
6. Click Add.
7. Those selected child profiles will now be assigned to that provider user.

13. **Set up an alert so that you know when screenings are added to your portal or transferred into your program. Directions are below.**

#### My Alerts:

As Program Administrator, you have the ability to set up personal alert messages regarding various ASQ Online functions, which can be sent via text message or email. These messages can be task reminders, Family

**Standard text messaging rates apply to each text message alert received as provided in your wireless rate plan (contact your carrier for pricing plans and details). Email alerts will be subject to standard Internet access and usage charges imposed by your Internet service provider.**

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Access alerts, or transfer alerts. In addition, you can select your preferred time zone that will be used when you set alerts scheduled at a specific time of day.

[Home](#) » [Users](#) » [A, Provider](#) » [Alerts](#)

Standard text messaging rates apply to each text message alert received as provided in your wireless rate plan (contact your carrier for pricing plans and details). Email alerts will be subject to standard Internet access and usage charges imposed by your Internet service provider.

Screening Alerts	
Alert	Status
Text me each time I finalize a screening.	Off ▼
Email me each time I finalize a screening. This email will include a link to Tasks so I can schedule a follow-up action.	Off ▼

Family Access Alerts		
Alert	Time	Status
Text me <span>Daily ▼</span> if new screens have been submitted via Family Access that I must approve or reject.	Time: <span>08 ▼</span> : <span>00 ▼</span>	Off ▼
Email me <span>Daily ▼</span> if new screens have been submitted via Family Access that I must approve or reject.	Time: <span>10 ▼</span> : <span>00 ▼</span>	Off ▼
Text me <span>At each occurrence ▼</span> if new screens were accepted via Family Access and assigned to me for review.		Off ▼
Email me <span>At each occurrence ▼</span> if new screens were accepted via Family Access and assigned to me for review.		On ▼

Transfer Alerts		
Alert	Time	Status
Text me <span>Daily ▼</span> if child profiles are being transferred from my account	Time: <span>15 ▼</span> : <span>00 ▼</span>	Off ▼
Email me <span>Daily ▼</span> if child profiles are being transferred from my account	Time: <span>11 ▼</span> : <span>00 ▼</span>	On ▼
Text me <span>Daily ▼</span> if child profiles have been transferred to or from any of my programs	Time: <span>15 ▼</span> : <span>00 ▼</span>	Off ▼
Email me <span>Daily ▼</span> if child profiles have been transferred to or from any of my programs	Time: <span>15 ▼</span> : <span>00 ▼</span>	Off ▼

### Family Access Alerts:

Family Access alerts allow you to pick a day, time, and frequency that you would like to receive an alert that a screening has been submitted, via Family Access, to be approved or rejected. You can choose to receive this alert via text message, email, or both. Family Access alerts will not alert you *each time* a screening has been submitted, but will simply alert you of any screenings that have been submitted according to the specified time frame you have selected.

For example, if you select that you would like to receive a text message each day at 10AM, you will only receive that message once, at 10AM, daily. The message will let you know how many screenings have been

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submitted for you to approve or reject, up to that time. Say that 100 screenings have been submitted. You will not receive 100 alerts; you will receive one alert message informing you that 100 screenings have been submitted.

#### **To set Family Access alerts:**

1. Select *My Profile* from the top navigation menu.
2. Select the *My Alerts* Quick Link.
3. Scroll down to the Family Access Alerts section of the **My Alerts** page.
4. The Family Access Alerts section has 3 columns: "Alert," "Time," and "Status." You have the option to set a text message alert and an email alert.
5. To set a text message alert:
  - a. Under the "Alert" column, select the frequency with which you would like to receive the text alerts, from the drop-down menu next to "Text me." Your options are: Daily or Weekly.
  - b. If you choose to receive these text messages daily: In the "Time" column, select the time you wish to receive these alerts, from the drop-down menu.
  - c. If you choose to receive these text messages weekly: In the "Time" column, select the day of the week you wish to receive these messages, from the "Day" drop-down menu. Then select the time of day you wish to receive these messages, from the "Time" drop-down menu.
  - d. To ensure you receive these messages, set the status to "On," from the "Status" drop-down menu.
6. Click the *Save Changes* button at the bottom

#### **To set an email alert:**

1. Under the "Alert" column, select the frequency with which you would like to receive the email alerts, from the drop-down menu next to "Email me." Your options are: Daily or Weekly.
2. If you choose to receive these email messages daily: In the "Time" column, select the time you wish to receive these alerts, from the drop-down menu.
3. If you choose to receive these email messages weekly: In the "Time" column, select the day of the week you wish to receive these messages, from the "Day" drop-down menu. Then select

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the time of day you wish to receive these messages, from the "Time" drop-down menu.

4. To ensure you receive these messages, set the status to "On," from the "Status" drop-down menu.
5. Click the *Save Changes* button at the bottom of the page.

#### NOTES:

***If you choose to receive both an email and text message alert, you don't have to receive them both at the same time. You can customize the day and time you wish to receive each one.***

***If you have selected to be alerted via text message, you must have a mobile phone number saved in your profile.***

Family Access Alerts		
Alert	Time	Status
Text me <input type="text" value="Daily"/> if new screens have been submitted via Family Access that I must approve or reject.	Time: <input type="text" value="08"/> : <input type="text" value="00"/>	<input type="text" value="Off"/>
Email me <input type="text" value="Daily"/> if new screens have been submitted via Family Access that I must approve or reject.	Time: <input type="text" value="10"/> : <input type="text" value="00"/>	<input type="text" value="Off"/>
Text me <input type="text" value="At each occurrence"/> if new screens were accepted via Family Access and assigned to me for review.		<input type="text" value="Off"/>
Email me <input type="text" value="At each occurrence"/> if new screens were accepted via Family Access and assigned to me for review.		<input type="text" value="On"/>

#### Transfer Alerts:

Transfer alerts notify you when a child has been transferred to or from your program. You can choose to have the reminder sent to you via text, email, or both.

#### **To set transfer alerts:**

1. Select *My Profile* from the top navigation menu.
2. Select the *My Alerts* Quick Link.
3. The Transfer Alerts section has 3 columns: "Alert," "Time," and "Status." You have the option to set a text message alert and an email alert. You can choose to receive a text and/or email alert if Child Profiles have been transferred to or from your program.
4. To set an alert:

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- a. Under the "Alert" column, select the frequency with which you would like to receive the text and/or email alerts, from the drop-down menu next to "Text me" or "Email me." Your options are: Daily or Weekly.
- b. If you choose to receive these alerts daily: In the "Time" column, select the time you wish to receive these alerts, from the drop-down menu.
- c. If you choose to receive these alerts weekly: In the "Time" column, select the day of the week you wish to receive these messages, from the "Day" drop-down menu. Then select the time of day you wish to receive these messages, from the "Time" drop-down menu.
- d. To ensure that you receive these messages, set the status to "On," from the "Status" drop-down menu.
- e. Click the *Save Changes* button at the bottom of the page.

Transfer Alerts		
Alert	Time	Status
Text me <span>Daily</span> if child profiles are being transferred from my account	Time: <span>15</span> : <span>00</span>	<span>Off</span>
Email me <span>Daily</span> if child profiles are being transferred from my account	Time: <span>11</span> : <span>00</span>	<span>On</span>
Text me <span>Daily</span> if child profiles have been transferred to or from any of my programs	Time: <span>15</span> : <span>00</span>	<span>Off</span>
Email me <span>Daily</span> if child profiles have been transferred to or from any of my programs	Time: <span>15</span> : <span>00</span>	<span>Off</span>

### Time Zone Setting:

The Time Zone Setting section is where you can select your preferred time zone for texting and emailing.

#### **To set the time zone:**

1. Select *My Profile* from the top navigation menu.
2. Select the *My Alerts* Quick Link.
3. Scroll down to the Time Zone Setting section.
4. Select your preferred time zone from the drop-down menu.
5. Click the *Save Changes* button at the bottom of the page.

Time Zone Setting
Please select your preferred time zone for texting and emailing : <span>(GMT-05:00) Eastern Time (US &amp; Canada)</span>
<span>Save Changes</span>

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- 14. If you are having difficulty finding a screening for a child, their screening may have manually been entered and therefore does not show up in the family access. Follow directions below:**

**Searching for a Child Profile:**

Select *Child Profiles* from the top navigation menu.

1. Search for a child or children by entering information in any of the following search fields: Child DOB, Child last name, Child first name, Child ID, Previous screening (select the screening result from the drop-down menu), Caregiver last name, Caregiver first name, and/or Alt. ID. You can also search for children that have been transferred and don't have a Provider, or those who have a pending transfer.
2. Click *Search*.
3. "Active" children are listed under the *Child Profiles* tab and archived children are listed under the *Archived* tab. Once you have located the child you are looking for, click on the child's name to view his or her profile.
4. The state is still determining how referrals will be tracked.

- 15. Archive screenings children entering kindergarten at the end of the school year.**

1. Go to Reports and choose Screening Status Summary. Run a report for screening intervals 48, 54, and 60 months. Make sure the child is eligible for Kindergarten prior to archiving.
  - i. This report will provide the names of the children you need to archive.
2. Child cares may also contact you to archive children in order to keep their classrooms up to date.

**Archiving or Deleting a Child Profile:**

If a child leaves your program, you may wish to archive or delete the child's profile, so you can control whether or not the child shows up in your reports.

By archiving a Child Profile, you are removing that child profile from any assigned providers. An Archived child profile cannot have screenings, tasks, etc added to the profile. The Program Administrator will still have access to the child profile from the Archived tab within the Child Profiles

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section. The Program Admin can also continue to include Archived child profiles in reports by selecting “All”, or “Archived”. Marking a child as “Archived” does not delete that child’s profile, and you can mark the child as “Active” again at any time by selecting the Archived tab of the Child Profile list.

By deleting a Child Profile, you are permanently removing the child and all of his or her associated notes, tasks, screenings, and caregivers from the ASQ Online system. You will not be able to include this child’s tasks or screenings in any reports you may run. Once you delete a child’s profile, you will no longer have access to his or her profile information or screening results. Please delete Child Profiles with caution.

#### **To Archive a Child Profile:**

Select *Child Profiles* from the top navigation menu.

1. Browse the Child Profiles list or search for a Child Profile.
2. Click on the child’s name to access his or her profile.
3. Click *Edit* next to the Child Profile Details tab.
4. You will be directed to the **Edit Child Profile** page. Select “Archive” from the Status drop-down menu.
5. Click Save.

#### **To Delete a Child Profile:**

1. Click the *Delete* tab next to the Child Profile Details tab.
2. A pop-up window will appear with a warning message stating that this action cannot be undone and will delete all associated screenings, caregivers, and the actual child profile.
3. Click OK to proceed with deletion.

#### **To archive or delete multiple Children’s Profiles:**

Select *Child Profiles* from the top navigation menu.

1. Browse the Child Profiles list or search for a Child Profile.
2. Click in the checkbox to the right of each child profile to select them for archiving.

#### **To archive the Child Profile(s):**



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1. Click the *Archive button*.
2. A pop-up window will appear asking if you are sure you want to archive the selected child profiles.
3. Click OK to proceed with archiving the child profile(s).

**To delete the Child Profile(s):**

1. Click the *Delete button*.
2. A pop-up window will appear with a warning message stating that this action cannot be undone and will delete all associated screenings, caregivers, and the actual child profile.
3. Click OK to proceed with deleting the child profile(s).

**To unarchive or delete multiple archived Children's Profiles:**

Select *Child Profiles* from the top navigation menu.

1. Select the Archived tabs
2. Browse the Child Profiles list or search for a Child Profile.
3. Click in the checkbox to the right of each child profile to select them for unarchiving or deleting.

**To unarchive the Child Profile(s):**

1. Click the *Unarchive button*.
2. A pop-up window will appear asking if you are sure you want to unarchive the selected child profiles.
3. Click OK to proceed with unarchiving the child profile(s).

**To delete the Child Profile(s):**

1. Click the *Delete button*.
2. A pop-up window will appear with a warning message stating that this action cannot be undone and will delete all associated screenings, caregivers, and the actual child profile.
3. Click OK to proceed with deleting the child profile(s).

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Child Profiles		Archived		Export: All Data		Export	Archive	Delete	Print Table
Name	Child DOB	Child ID	Alt. ID	Primary caregiver	Previous Questionnaire	Previous Screening Result	<input type="checkbox"/> Select All		
Baptisto, Aiden	2015-08-27	1209391			ASQ-3 English 18 Month	Above	<input type="checkbox"/>		
Brack, Lisa	2013-08-11	1103455		Brack, Betty	ASQ-3 English 14 Month	Above	<input type="checkbox"/>		
Cabrera, Paulito	2014-11-29	1180305		Anderson, Sam	ASQ-3 English 12 Month	Above	<input type="checkbox"/>		
Chan, Dylan	2012-05-12	1446137		Hatfield, Mom	None	None	<input type="checkbox"/>		
Chasen, Joe	2012-09-06	535723	676767	Chasen, Mary	None	None	<input type="checkbox"/>		
Child, Fake	2016-02-03	1587060		Brack, Lisa	ASQ-3 English 12 Month	Above	<input type="checkbox"/>		
Chucky, Frank	2015-04-01	1446138		Puccio, Frank	None	None	<input type="checkbox"/>		
Cuana, Wanda	2013-09-19	1201240		Betty, Cuana	ASQ:SE-2 English 24 Month	Above	<input type="checkbox"/>		
D'Avignon, Philippe	2012-03-07	1180304		Anderson, Sam	None	None	<input type="checkbox"/>		
Dawson, Josh	2013-05-20	1251170		Child, Rita	None	None	<input type="checkbox"/>		
Eddie, Crazy	2013-09-10	1201241		Love, Jamie	ASQ:SE-2 English 36 Month	Above	<input type="checkbox"/>		
Gabriel, Peter	2016-03-01	1609557		Gabriel, Mary	ASQ:SE-2 English 12 Month	Above	<input type="checkbox"/>		
Gomez, Juan	2013-08-05	781935		blades, Tracy	ASQ:SE-2 English 24 Month	Above	<input type="checkbox"/>		

## **Appendix**

### **Appendix**

School & Community ASQ Partnership Agreement

Consent for Screening, English

Consent for Screening, Spanish

Release of Information, English

Release of Information, Spanish

ASQ Links, Birth to Three, and School District Contacts

Invitation letters for each School District (In alphabetical order)

Invitation Letter, Spanish- MUST INSERT DISTRICT NAME AND LINKS

Results Letter, English

Results Letter, Spanish

## **Appendix**

### **SCHOOL & COMMUNITY ASQ PARTNERSHIP MEMORANDUM OF AGREEMENT**

**A School Business Partnership is solidified by a formal written and signed agreement called a MOA (Memorandum of Agreement) between the business or organization and the school. Although not legally binding, it is useful for clarifying the expectations of both parties and supports good communication.**

**The following pages are the main components of the agreement.**

Suggestions: This agreement provides a sample for your district to use. Please use the fillable form and make changes as needed.

Note to Schools: If there are standard practices you do for your business partners, e.g. promote them in your newsletters, you can further personalize the MOA template to include that line automatically. Add in your complete contact information at the end to be reused every time you finalize a MOA.

Save your school's personalized template to your desktop!

## Appendix

# DELAWARE ASQ PARTNERSHIP

BETWEEN

**Click for Drop Down List**

School District

AND

**Click here to enter text.**

Childcare Name

In \_\_\_\_\_ of 20\_\_\_\_, discussions were held between

Click here to enter text., and

[Name, Title, and School of at least 1 representative from school]

Click here to enter text..

[Name, title and childcare from at least 1 representative from childcare]

**From the discussions, the following was agreed:**

\_\_\_\_\_ will:

(Childcare)

**Objectives:**

1. Work with families to complete the ASQ:3 and ASQ:SE:2 developmental screenings
2. Assure all screenings are entered online to the school district ASQ portal
3. Educate families regarding the importance of developmental screening

Refer to system as the “ASQ Partnership”

Other programs may be introduced as the needs of the school are identified and the capabilities of the business are matched.

\_\_\_\_\_ will:

(School District)

## **Appendix**

### **Objectives:**

1. Review ASQ:3 and ASQ:SE:2 developmental screenings
2. Share results of screening, developmentally appropriate activities, and developmental milestone information to families.
3. Work with families to make appropriate referrals
4. Place developmental screenings into the child care provider classroom.

Refer to system as the “ASQ Partnership”

Other programs may be introduced as the needs of the school are identified and the capabilities of the business are matched.

### **The ASQ Partnership will:**

1. Improve follow up based on developmental screening
2. Assist in tracking referrals based on developmental screening
3. Increase communication and collaboration between school districts and early learning programs.

### **School District Partner Information:**

<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter a date.</a>
[Name of coordinator, principal or responsible party]	Date
<a href="#">Click here to enter text.</a>	<b>Click for Drop Down List</b>
[Title]	[School District]
<a href="#">Click here to enter text.</a>	
[School Mailing Address]	
<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>
[Phone]	[Email]

### **Childcare Partner Information:**

<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter a date.</a>
[Name of director, administrator, or responsible party]	Date
<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>
[Title]	[Childcare Name]
<a href="#">Click here to enter text.</a>	
[Childcare Mailing Address]	
<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>
[Phone]	[Email]

## **Appendix**

### **Parent Consent to Screen Ages and Stages Questionnaires ASQ:3/ASQ: SE-2**

The first 5 years of life are very important for your children because this time sets the stage for success in school and later in life. During infancy and early childhood, your child will have many experiences and learn many skills. It is important to ensure that each child's development proceeds well during this period.

As part of consenting to do the ASQ screenings, I understand that screening information entered online will be shared with the Delaware Department of Education, Office of Early Learning, the Delaware Department of Public Health and Delaware Health and Social Services to determine overall developmental trends that will help with budget and resource decisions. Screening results will also be shared with your childcare provider, because they must keep track of completed developmental screenings (required by Delaware STARS) and your district of residence if there is a concern.

Please review the options listed below and place a check mark next to the one you choose for the screening program.

- ☐ I have read the information about the ASQ: 3 and ASQ:SE-2, and I wish to have my child participate in the screening program. I will fill out the questionnaire about my child's development and promptly return the completed questionnaires.
- ☐ I have read the information about the ASQ: 3 and ASQ:SE-2, and wish to have my child's teacher complete the questionnaires.
- ☐ I do not wish to participate. I have read the information about the ASQ: 3 and ASQ: SE-2 and understand the purpose of this program.

Child's Name: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Appendix**

### **Consentimiento de los padres para la detección Cuestionarios de edades y etapas ASQ: 3 / ASQ: SE-2**

Los primeros 5 años de vida son muy importantes para sus hijos porque esta vez sienta las bases para el éxito en la escuela y más adelante en la vida. Durante la infancia y la primera infancia, su hijo tendrá muchas experiencias y aprenderá muchas habilidades. Es importante asegurarse de que el desarrollo de cada niño continúe bien durante este período.

Como parte del consentimiento para realizar la evaluación de LA ASQ, entiendo que la información de cribado introducida en línea se compartirá con el Departamento de Educación de Delaware, la Oficina de Aprendizaje Temprano, el Departamento de Salud Pública de los Estados Unidos de Delaware, y para determinar generalmente tendencias de desarrollo que ayudarán con las decisiones presupuestarias y de recursos. Los resultados de la detección también se compartirán con su proveedor de cuidado infantil, ya que deben realizar un seguimiento de las pruebas de detección de desarrollo completadas (requeridas por los TESTAR sin embargo) y su distrito de origen si hay una preocupación.

Revise las opciones que se enumeran a continuación y coloque una marca de verificación junto a la que elija para el programa de selección.

- ☐ He leído la información sobre el AS: 3 y ASQ:SE-2, y deseo que mi hijo participe en el programa de detección. Llenaré el cuestionario sobre el desarrollo de mi hijo y devolveré rápidamente los cuestionarios completados.
- ☐ He leído la información sobre el ASQ: 3 y ASQ:SE-2, y deseo que el maestro de mi hijo complete los cuestionarios.
- ☐ No deseo participar. He leído la información sobre el ASQ:m3 y ASQ: SE-2 y entiendo el propósito de este programa.

El Nombre del niño: \_\_\_\_\_

Nombre del padre/tutor: \_\_\_\_\_

Firma impresa del padre/tutor: \_\_\_\_\_ Fecha: \_\_\_\_\_



## Appendix

### Release of Information

I, \_\_\_\_\_ give permission for information to be shared about my child between the child care and Birth to Three or School District.

Child Information	
Name:	DOB:
<input type="checkbox"/> I give permission for the child care noted below to communicate with the individuals and agencies below.	

Child Care Information	
Name:	Contact Person:
Phone Number:	Email:

**Please check Child's Age Group:**

- ☐ Birth to Three Program (Children under 35 months of age)  
☐ Choose an item. (Children above 35 months of age insert district)

**Information to be shared:**

- ☐ Discuss follow up to ASQ screening  
☐ Developmental Testing  
☐ Individual Family Service Plan (IFSP)  
☐ Individual Education Plan (IEP)

I give consent to share the information noted above.	
Parent Signature:	Date: Click here to enter a date.
Printed Name:	

## Appendix

### Liberación de información

Yo, \_\_\_\_\_, doy permiso para que se comparta información sobre mi hijo entre el cuidado de niños y el distrito de Birth to Three o School

Información del niño	
Nombre:	Fecha de nacimiento:
<input type="checkbox"/> Doy permiso para que el cuidado de niños mencionado a continuación se comunique con las personas y agencias a continuación.	

Información de cuidado infantil	
Nombre:	Persona de contacto:
Número de teléfono:	Email:

**Por favor marque el grupo de edad del niño:**

- ☐ Programa Birth to Three (Niños menores de 35 meses)  
☐ Choose an item. (Niños mayores de 35 meses de edad insertan distrito)

**Información a compartir:**

- ☐ Discutir el seguimiento del examen ASQ  
☐ Pruebas de desarrollo  
☐ Plan de servicio familiar individual (IFSP)  
☐ Plan de educación individual (IEP)

Doy mi consentimiento para compartir la información mencionada anteriormente.	
Firma de los padres:	Fecha: <a href="#">Click here to enter a date.</a>
Nombre impreso:	

### ASQ Links

## Appendix

<b>Birth to Three</b> <b>Children 0 up to 35 Months of Age</b>	
<b>English Link</b>	<b>Spanish Link</b>
<a href="https://www.asqonline.com/family/c84b52">https://www.asqonline.com/family/c84b52</a>	<a href="https://www.asqonline.com/family/7dea9a">https://www.asqonline.com/family/7dea9a</a>
<b>Point of Contact:</b>	Susan Gamel- McCormick Email: <a href="mailto:Sue.Gamel-McCormick@delaware.gov">Sue.Gamel-McCormick@delaware.gov</a> Phone: 302-376-4404

<b>School District</b> <b>Children 36-60 Months of Age</b> <b>Appoquinimink School District</b>	
<b>English Link</b>	<b>Spanish Link</b>
<a href="https://www.asqonline.com/family/60e6af">https://www.asqonline.com/family/60e6af</a>	<a href="https://www.asqonline.com/family/01f752">https://www.asqonline.com/family/01f752</a>
<b>Point of Contact:</b>	Meghan Townsend Email: <a href="mailto:childfind@appo.k12.de.us">childfind@appo.k12.de.us</a> Phone: 302-376-4404

<b>Brandywine School District</b>	
<b>English Link</b>	<b>Spanish Link</b>
<a href="https://www.asqonline.com/family/4e042b">https://www.asqonline.com/family/4e042b</a>	<a href="https://www.asqonline.com/family/b70f8b">https://www.asqonline.com/family/b70f8b</a>
<b>Point of Contact:</b>	Joan McNamara Email: <a href="mailto:childfind@bsd.k12.de.us">childfind@bsd.k12.de.us</a> Phone: 302-479-2600

<b>Caesar Rodney School District</b>	
<b>English Link</b>	<b>Spanish Link</b>
<a href="https://www.asqonline.com/family/77e922">https://www.asqonline.com/family/77e922</a>	<a href="https://www.asqonline.com/family/9abad1">https://www.asqonline.com/family/9abad1</a>
<b>Point of Contact:</b>	Linda Davis Email: <a href="mailto:childfind@cr.k12.de.us">childfind@cr.k12.de.us</a> Phone: 302-697-2173

<b>Cape Henlopen School District</b>	
<b>English Link</b>	<b>Spanish Link</b>
<a href="https://www.asqonline.com/family/db127d">https://www.asqonline.com/family/db127d</a>	<a href="https://www.asqonline.com/family/a593ec">https://www.asqonline.com/family/a593ec</a>
<b>Point of Contact:</b>	Susan Berry Email: <a href="mailto:childfind@cape.k12.de.us">childfind@cape.k12.de.us</a> Phone: 302-645-6686

<b>Capital School District</b>	
<b>English Link</b>	<b>Spanish Link</b>
<a href="https://www.asqonline.com/family/15f3cc">https://www.asqonline.com/family/15f3cc</a>	<a href="https://www.asqonline.com/family/3a290c">https://www.asqonline.com/family/3a290c</a>
<b>Point of Contact:</b>	Pamela Nichols Email: <a href="mailto:childfind@capital.k12.de.us">childfind@capital.k12.de.us</a> Phone: 302-857-4241

<b>Christina School District</b>	
<b>English Link</b>	<b>Spanish Link</b>
<a href="https://www.asqonline.com/family/9bec47">https://www.asqonline.com/family/9bec47</a>	<a href="https://www.asqonline.com/family/d73ba6">https://www.asqonline.com/family/d73ba6</a>

## Appendix

<b>Point of Contact:</b>	Tamara Love Email: <a href="mailto:childfind@christina.k12.de.us">childfind@christina.k12.de.us</a> Phone: 302-454-2047 or 302-429-4175	
<b>Colonial School District</b>		
<b>English Link</b>		<b>Spanish Link</b>
<a href="https://www.asqonline.com/family/87b4f3">https://www.asqonline.com/family/87b4f3</a>		<a href="https://www.asqonline.com/family/85e5ac">https://www.asqonline.com/family/85e5ac</a>
<b>Point of Contact:</b>	Jennifer Vikari and Marissa Pedicone Email: <a href="mailto:childfind@colonial.k12.de.us">childfind@colonial.k12.de.us</a> Phone: 302-429-4088	
<b>Indian River School District</b>		
<b>English Link</b>		<b>Spanish Link</b>
<a href="https://www.asqonline.com/family/c8d8ee">https://www.asqonline.com/family/c8d8ee</a>		<a href="https://www.asqonline.com/family/690106">https://www.asqonline.com/family/690106</a>
<b>Point of Contact:</b>	Andrea King Email: <a href="mailto:childfind@irsd.k12.de.us">childfind@irsd.k12.de.us</a> Phone: 302-436-1070 ext 1163 302-732-1346	
<b>Lake Forest School District</b>		
<b>English Link</b>		<b>Spanish Link</b>
<a href="https://www.asqonline.com/family/43b5a4">https://www.asqonline.com/family/43b5a4</a>		<a href="https://www.asqonline.com/family/4e17bb">https://www.asqonline.com/family/4e17bb</a>
<b>Point of Contact:</b>	Dawn Troyer Email: <a href="mailto:childfind@lf.k12.de.us">childfind@lf.k12.de.us</a> Phone: 302-284-9611 ext 123	
<b>Laurel School District</b>		
<b>English Link</b>		<b>Spanish Link</b>
<a href="https://www.asqonline.com/family/fb9b0a">https://www.asqonline.com/family/fb9b0a</a>		<a href="https://www.asqonline.com/family/239eb1">https://www.asqonline.com/family/239eb1</a>
<b>Point of Contact:</b>	Kedra Deputy Email: <a href="mailto:childfind@laurel.k12.de.us">childfind@laurel.k12.de.us</a> Phone: 302-875-6105	
<b>Milford School District</b>		
<b>English Link</b>		<b>Spanish Link</b>
<a href="https://www.asqonline.com/family/130fac">https://www.asqonline.com/family/130fac</a>		<a href="https://www.asqonline.com/family/a2e958">https://www.asqonline.com/family/a2e958</a>
<b>Point of Contact:</b>	Jeri Turner Email: <a href="mailto:childfind@msd.k12.de.us">childfind@msd.k12.de.us</a> Phone: 302-422-1650 ext 217 302-424-5474	
<b>Red Clay School District</b>		
<b>English Link</b>		<b>Spanish Link</b>
<a href="https://www.asqonline.com//family/9f1da1">https://www.asqonline.com//family/9f1da1</a>		<a href="https://www.asqonline.com/family/975798">https://www.asqonline.com/family/975798</a>
<b>Point of Contact:</b>	Karen Kozlowski Email: <a href="mailto:childfind@redclay.k12.de.us">childfind@redclay.k12.de.us</a> Phone: 302-992-5574	
<b>Seaford School District</b>		
<b>English Link</b>		<b>Spanish Link</b>
<a href="https://www.asqonline.com/family/85334a">https://www.asqonline.com/family/85334a</a>		<a href="https://www.asqonline.com/family/a51f9b">https://www.asqonline.com/family/a51f9b</a>

## Appendix

<b>Point of Contact:</b>	Lisa Doyle Email: <a href="mailto:childfind@seaford.k12.de.us">childfind@seaford.k12.de.us</a> Phone: 302-629-4587 ext. 1635	
<b><u>Smyrna School District</u></b>		
	<b><u>English Link</u></b>	<b><u>Spanish Link</u></b>
	<a href="https://www.asqonline.com/family/480053">https://www.asqonline.com/family/480053</a>	<a href="https://www.asqonline.com/family/ee9bbd">https://www.asqonline.com/family/ee9bbd</a>
<b>Point of Contact:</b>	Carissa Stevens Email: <a href="mailto:childfind@smyrna.k12.de.us">childfind@smyrna.k12.de.us</a> Phone: 302-659-6287	
<b><u>Woodbridge School District</u></b>		
	<b><u>English Link</u></b>	<b><u>Spanish Link</u></b>
	<a href="https://www.asqonline.com/family/f900ff">https://www.asqonline.com/family/f900ff</a>	<a href="https://www.asqonline.com/family/03c6ea">https://www.asqonline.com/family/03c6ea</a>
<b>Point of Contact:</b>	Adriana Ignudo Email: <a href="mailto:childfind@wsd.k12.de.us">childfind@wsd.k12.de.us</a> Phone: 302-337-7990 or 302-337-7998	

## **Appendix**

Dear Families,

Welcome to our screening and monitoring program. Because your child's first 5 years of life are so important, we want to help you provide the best start for your child. As part of this service, we provide the Ages & Stages Questionnaires, Third Edition (ASQ: 3), and the Ages and Stages: Social Emotional 2 (ASQ:SE:2) to help you keep track of your child's development. Developmental screening is very important, like vision and hearing screenings. The earlier delays are identified, the earlier they can be addressed before they grow larger.

The questionnaire will be provided at least one time per year. You will be asked to answer questions about some things your child can and cannot do. The questionnaire includes questions about your child's communication, gross motor, fine motor, problem solving, personal social skills and interactions with adults and children.

If the questionnaire shows that your child is developing without concerns, we will provide some ideas about how to encourage your child's development and provide the next questionnaire at the appropriate time. If the questionnaire shows some possible concerns, you will be contacted about getting a more involved evaluation for your child. Information will only be shared with other agencies with your written consent. We look forward to your participation in our program

Our district also collaborates with the Birth to Three Early Intervention program so that parents of infants and toddlers in our district can screen their child using the link provided below. When completing your child's profile, please answer the question, "Where does your child attend preschool?" by noting \_\_\_\_\_ . Please complete the screening by \_\_\_\_\_

Please use the following link for the Ages and Stages Screening:

### **Children birth to 35 months of age:**

English : <https://www.asqonline.com/family/c84b52>

Spanish : <https://www.asqonline.com/family/7dea9a>

### **Children 36 Months to 60 months:**

#### **Appoquinimink School District Links (children 3-5)**

English : <https://www.asqonline.com/family/60e6af>

Spanish: <https://www.asqonline.com/family/01f752>

Thank You.

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Please use the following link for the Ages and Stages Screening:

### **Children birth to 35 months of age:**

English : <https://www.asqonline.com/family/c84b52>

Spanish : <https://www.asqonline.com/family/7dea9a>

### **Children 36 Months to 60 months:**

#### **Brandywine School District Links (children 3-5)**

English: <https://www.asqonline.com/family/4e042b>

Spanish: <https://www.asqonline.com/family/b70f8b>

Thank You.

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Please use the following link for the Ages and Stages Screening:

### **Children birth to 35 months of age:**

English : <https://www.asqonline.com/family/c84b52>

Spanish : <https://www.asqonline.com/family/7dea9a>

### **Children 36 Months to 60 months:**

#### **Caesar Rodney District Links (children 3 – 5)**

English: <https://www.asqonline.com/family/77e922>

Spanish: <https://www.asqonline.com/family/9abad1>

Thank You.



## **Appendix**

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### **Children birth to 35 months of age:**

English : <https://www.asqonline.com/family/c84b52>

Spanish : <https://www.asqonline.com/family/7dea9a>

### **Children 36 Months to 60 months:**

#### **Capital School District Links (children 3-5)**

English: <https://www.asqonline.com/family/15f3cc>

Spanish: <https://www.asqonline.com/family/3a290c>

Thank You.

## **Appendix**

Dear Families,

Welcome to our screening and monitoring program. Because your child's first 5 years of life are so important, we want to help you provide the best start for your child. As part of this service, we provide the Ages & Stages Questionnaires, Third Edition (ASQ: 3), and the Ages and Stages: Social Emotional 2 (ASQ:SE:2) to help you keep track of your child's development. Developmental screening is very important, like vision and hearing screenings. The earlier delays are identified, the earlier they can be addressed before they grow larger.

The questionnaire will be provided at least one time per year. You will be asked to answer questions about some things your child can and cannot do. The questionnaire includes questions about your child's communication, gross motor, fine motor, problem solving, personal social skills and interactions with adults and children.

If the questionnaire shows that your child is developing without concerns, we will provide some ideas about how to encourage your child's development and provide the next questionnaire at the appropriate time. If the questionnaire shows some possible concerns, you will be contacted about getting a more involved evaluation for your child. Information will only be shared with other agencies with your written consent. We look forward to your participation in our program

Our district also collaborates with the Birth to Three Early Intervention program so that parents of infants and toddlers in our district can screen their child using the link provided below. When completing your child's profile, please answer the question, "Where does your child attend preschool?" by noting \_\_\_\_\_ . Please complete the screening by \_\_\_\_\_

Please use the following link for the Ages and Stages Screening:

### **Children birth to 35 months of age:**

English : <https://www.asqonline.com/family/c84b52>

Spanish : <https://www.asqonline.com/family/7dea9a>

### **Children 36 Months to 60 months:**

#### **Christina School District Links (children 3-5)**

English: <https://www.asqonline.com/family/15f3cc>

Spanish: <https://www.asqonline.com/family/3a290c>

Thank You.

## **Appendix**

Dear Families,

Welcome to our screening and monitoring program. Because your child's first 5 years of life are so important, we want to help you provide the best start for your child. As part of this service, we provide the Ages & Stages Questionnaires, Third Edition (ASQ: 3), and the Ages and Stages: Social Emotional 2 (ASQ:SE:2) to help you keep track of your child's development. Developmental screening is very important, like vision and hearing screenings. The earlier delays are identified, the earlier they can be addressed before they grow larger.

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Our district also collaborates with the Birth to Three Early Intervention program so that parents of infants and toddlers in our district can screen their child using the link provided below. When completing your child's profile, please answer the question, "Where does your child attend preschool?" by noting \_\_\_\_\_ . Please complete the screening by \_\_\_\_\_

Please use the following link for the Ages and Stages Screening:

### **Children birth to 35 months of age:**

English : <https://www.asqonline.com/family/c84b52>

Spanish : <https://www.asqonline.com/family/7dea9a>

### **Children 36 Months to 60 months:**

#### **Colonial School District Links (children 3-5)**

English: <https://www.asqonline.com/family/87b4f3>

Spanish: <https://www.asqonline.com/family/85e5ac>

Thank You.

## **Appendix**

Dear Families,

Welcome to our screening and monitoring program. Because your child's first 5 years of life are so important, we want to help you provide the best start for your child. As part of this service, we provide the Ages & Stages Questionnaires, Third Edition (ASQ: 3), and the Ages and Stages: Social Emotional 2 (ASQ:SE:2) to help you keep track of your child's development. Developmental screening is very important, like vision and hearing screenings. The earlier delays are identified, the earlier they can be addressed before they grow larger.

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Our district also collaborates with the Birth to Three Early Intervention program so that parents of infants and toddlers in our district can screen their child using the link provided below. When completing your child's profile, please answer the question, "Where does your child attend preschool?" by noting \_\_\_\_\_ . Please complete the screening by \_\_\_\_\_

Please use the following link for the Ages and Stages Screening:

### **Children birth to 35 months of age:**

English : <https://www.asqonline.com/family/c84b52>

Spanish : <https://www.asqonline.com/family/7dea9a>

### **Children 36 Months to 60 months:**

#### **Indian River Links (children 3-5)**

English: <https://www.asqonline.com/family/c8d8ee>

Spanish: <https://www.asqonline.com/family/3c86a1>

Thank You.

## **Appendix**

Dear Families,

Welcome to our screening and monitoring program. Because your child's first 5 years of life are so important, we want to help you provide the best start for your child. As part of this service, we provide the Ages & Stages Questionnaires, Third Edition (ASQ: 3), and the Ages and Stages: Social Emotional 2 (ASQ:SE:2) to help you keep track of your child's development. Developmental screening is very important, like vision and hearing screenings. The earlier delays are identified, the earlier they can be addressed before they grow larger.

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Our district also collaborates with the Birth to Three Early Intervention program so that parents of infants and toddlers in our district can screen their child using the link provided below. When completing your child's profile, please answer the question, "Where does your child attend preschool?" by noting \_\_\_\_\_ . Please complete the screening by \_\_\_\_\_

Please use the following link for the Ages and Stages Screening:

### **Children birth to 35 months of age:**

English : <https://www.asqonline.com/family/c84b52>

Spanish : <https://www.asqonline.com/family/7dea9a>

### **Children 36 Months to 60 months:**

#### **Lake Forrest Links (children 3-5)**

English: <https://www.asqonline.com/family/43b5a4>

Spanish: <https://www.asqonline.com/family/4e17bb>

Thank You.

## **Appendix**

Dear Families,

Welcome to our screening and monitoring program. Because your child's first 5 years of life are so important, we want to help you provide the best start for your child. As part of this service, we provide the Ages & Stages Questionnaires, Third Edition (ASQ: 3), and the Ages and Stages: Social Emotional 2 (ASQ:SE:2) to help you keep track of your child's development. Developmental screening is very important, like vision and hearing screenings. The earlier delays are identified, the earlier they can be addressed before they grow larger.

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Our district also collaborates with the Birth to Three Early Intervention program so that parents of infants and toddlers in our district can screen their child using the link provided below. When completing your child's profile, please answer the question, "Where does your child attend preschool?" by noting \_\_\_\_\_ . Please complete the screening by \_\_\_\_\_

Please use the following link for the Ages and Stages Screening:

### **Children birth to 35 months of age:**

English : <https://www.asqonline.com/family/c84b52>

Spanish : <https://www.asqonline.com/family/7dea9a>

### **Children 36 Months to 60 months:**

#### **Laurel School District Links (children 3 – 5)**

English: <https://www.asqonline.com/family/fb9b0a>

Spanish: <https://www.asqonline.com/family/239eb1>

Thank You.

## **Appendix**

Dear Families,

Welcome to our screening and monitoring program. Because your child's first 5 years of life are so important, we want to help you provide the best start for your child. As part of this service, we provide the Ages & Stages Questionnaires, Third Edition (ASQ: 3), and the Ages and Stages: Social Emotional 2 (ASQ:SE:2) to help you keep track of your child's development. Developmental screening is very important, like vision and hearing screenings. The earlier delays are identified, the earlier they can be addressed before they grow larger.

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Our district also collaborates with the Birth to Three Early Intervention program so that parents of infants and toddlers in our district can screen their child using the link provided below. When completing your child's profile, please answer the question, "Where does your child attend preschool?" by noting \_\_\_\_\_ . Please complete the screening by \_\_\_\_\_

Please use the following link for the Ages and Stages Screening:

### **Children birth to 35 months of age:**

English : <https://www.asqonline.com/family/c84b52>

Spanish : <https://www.asqonline.com/family/7dea9a>

### **Children 36 Months to 60 months:**

#### **Cape Henlopen School District /Little Vikings (children 3-5)**

English: <https://www.asqonline.com/family/db127d>

Spanish: <https://www.asqonline.com/family/a593ec>

Thank You.

## **Appendix**

Dear Families,

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Our district also collaborates with the Birth to Three Early Intervention program so that parents of infants and toddlers in our district can screen their child using the link provided below. When completing your child's profile, please answer the question, "Where does your child attend preschool?" by noting \_\_\_\_\_ . Please complete the screening by \_\_\_\_\_

Please use the following link for the Ages and Stages Screening:

### **Children birth to 35 months of age:**

English : <https://www.asqonline.com/family/c84b52>

Spanish : <https://www.asqonline.com/family/7dea9a>

### **Children 36 Months to 60 months:**

#### **Milford School District Links (children 3 – 5)**

English: <https://www.asqonline.com/family/130fac>

Spanish: <https://www.asqonline.com/family/a2e958>

Thank You



## **Appendix**

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Welcome to our screening and monitoring program. Because your child's first 5 years of life are so important, we want to help you provide the best start for your child. As part of this service, we provide the Ages & Stages Questionnaires, Third Edition (ASQ: 3), and the Ages and Stages: Social Emotional 2 (ASQ:SE:2) to help you keep track of your child's development. Developmental screening is very important, like vision and hearing screenings. The earlier delays are identified, the earlier they can be addressed before they grow larger.

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Our district also collaborates with the Birth to Three Early Intervention program so that parents of infants and toddlers in our district can screen their child using the link provided below. When completing your child's profile, please answer the question, "Where does your child attend preschool?" by noting \_\_\_\_\_ . Please complete the screening by \_\_\_\_\_

Please use the following link for the Ages and Stages Screening:

### **Children birth to 35 months of age:**

English : <https://www.asqonline.com/family/c84b52>

Spanish : <https://www.asqonline.com/family/7dea9a>

### **Children 36 Months to 60 months:**

#### **Laurel School District Links (children 3 – 5)**

English: <https://www.asqonline.com/family/fb9b0a>

Spanish: <https://www.asqonline.com/family/239eb1>

Thank You.

## **Appendix**

Dear Families,

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Please use the following link for the Ages and Stages Screening:

### **Children birth to 35 months of age:**

English : <https://www.asqonline.com/family/c84b52>

Spanish : <https://www.asqonline.com/family/7dea9a>

### **Children 36 Months to 60 months:**

#### **Red Clay School District Links (children 3 – 5)**

English: <https://www.asqonline.com/family/9f1da1>

Spanish: <https://www.asqonline.com/family/c1a9c5>

## **Appendix**

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Please use the following link for the Ages and Stages Screening:

### **Children birth to 35 months of age:**

English : <https://www.asqonline.com/family/c84b52>

Spanish : <https://www.asqonline.com/family/7dea9a>

### **Children 36 Months to 60 months:**

#### **Seaford District Links (children 3 – 5)**

English: <https://www.asqonline.com/family/85334a>

Spanish: <https://www.asqonline.com/family/a51f9b>

Thank You.

## **Appendix**

Dear Families,

Welcome to our screening and monitoring program. Because your child's first 5 years of life are so important, we want to help you provide the best start for your child. As part of this service, we provide the Ages & Stages Questionnaires, Third Edition (ASQ: 3), and the Ages and Stages: Social Emotional 2 (ASQ:SE:2) to help you keep track of your child's development. Developmental screening is very important, like vision and hearing screenings. The earlier delays are identified, the earlier they can be addressed before they grow larger.

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Please use the following link for the Ages and Stages Screening:

### **Children birth to 35 months of age:**

English : <https://www.asqonline.com/family/c84b52>

Spanish : <https://www.asqonline.com/family/7dea9a>

### **Children 36 Months to 60 months**

#### **Smyrna District Links (children 3 – 5)**

English: <https://www.asqonline.com/family/480053>

Spanish: <https://www.asqonline.com/family/ee9bbd>

Thank you.

## **Appendix**

Dear Families,

Welcome to our screening and monitoring program. Because your child's first 5 years of life are so important, we want to help you provide the best start for your child. As part of this service, we provide the Ages & Stages Questionnaires, Third Edition (ASQ: 3), and the Ages and Stages: Social Emotional 2 (ASQ:SE:2) to help you keep track of your child's development. Developmental screening is very important, like vision and hearing screenings. The earlier delays are identified, the earlier they can be addressed before they grow larger.

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Our district also collaborates with the Birth to Three Early Intervention program so that parents of infants and toddlers in our district can screen their child using the link provided below. When completing your child's profile, please answer the question, "Where does your child attend preschool?" by noting \_\_\_\_\_ . Please complete the screening by \_\_\_\_\_

Please use the following link for the Ages and Stages Screening:

### **Children birth to 35 months of age:**

English : <https://www.asqonline.com/family/c84b52>

Spanish : <https://www.asqonline.com/family/7dea9a>

### **Children 36 Months to 60 months:**

#### **Woodbridge District Links (children 3 – 5)**

English: <https://www.asqonline.com/family/f900ff>

Spanish: <https://www.asqonline.com/family/03c6ea>

Thank You.

## **Appendix**

Querida familia,

Bienvenido a nuestro programa de detección y monitoreo. Debido a que los primeros 5 años de vida de su hijo son tan importantes, queremos ayudarlo a proporcionar el mejor comienzo para su hijo. Como parte de este servicio, proporcionamos los Cuestionarios de edades y etapas, Tercera edición (ASQ: 3) y Edades y etapas: Social Emocional 2 (ASQ: SE: 2) para ayudarlo a realizar un seguimiento del desarrollo de su hijo. El examen de desarrollo es muy importante, como los exámenes de visión y audición. Cuanto antes se identifiquen los retrasos, antes se podrán abordar antes de que crezcan.

El cuestionario se proporcionará al menos una vez al año. Se le pedirá que responda preguntas sobre algunas cosas que su hijo puede y no puede hacer. El cuestionario incluye preguntas sobre la comunicación de su hijo, motricidad gruesa, motricidad fina, resolución de problemas, habilidades sociales personales e interacciones con adultos y niños.

Si el cuestionario muestra que su hijo se está desarrollando sin preocupaciones, le proporcionaremos algunas ideas sobre cómo fomentar el desarrollo de su hijo y le proporcionaremos el próximo cuestionario en el momento adecuado. Si el cuestionario muestra posibles inquietudes, lo contactaremos para obtener una evaluación más complicada para su hijo. La información solo se compartirá con otras agencias con su consentimiento por escrito. Esperamos su participación en nuestro programa.

Nuestro distrito también colabora con el programa de intervención temprana Birth to Three para que los padres de bebés y niños pequeños en nuestro distrito puedan evaluar a sus hijos utilizando el enlace que se proporciona a continuación. Cuando complete el perfil de su hijo, responda la pregunta: "¿Dónde asiste su hijo al preescolar anotando \_\_\_\_\_? Complete el examen antes de \_\_\_\_\_

Utilice el siguiente enlace para la detección de edades y etapas:

### **Niños desde el nacimiento hasta los 35 meses de edad:**

Inglés: <https://www.asqonline.com/family/c84b52>

Español: <https://www.asqonline.com/family/7dea9a>

### **Niños de 36 meses a 60 meses:**

#### **Insert School District Here (niños 3-5)**

Inglés: [Insert School District English Link Here](#)

Español: [Insert School District Spanish Link Here](#)

Gracias.

## Appendix

### Email to Family: Screenings On Target

**Subject:** ASQ Developmental Screening Information

**Body:**

Thank you for completing the Ages and Stages Questionnaires (ASQ's) for your child. According to the screening results, your child's skills are age appropriate. Attached you will find the ASQ Developmental Screening scores and recommendation based on those scores, a Developmental Milestone Packet, and Activities for Home Packet. If you have questions, please contact your Child Find Coordinator,-

\_\_\_\_\_ at \_\_\_\_\_

Sincerely,

Skill Area	Based on your answers, your child's skill are on target	Based on your answers your child's skills in this area should be monitored and reinforced.	Based on your answers, further assessment may be needed
ASQ Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASQ Gross Motor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASQ Fine Motor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASQ Problem Solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASQ Personal Social	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASQ:SE:2 Social Emotional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Based on your child's scores above, please see the recommendations below.*

	No additional action by parent is needed. Use attached packet to as guide to further support you child	Implement the attached "Activities for Children" based on your child's age. Continue to monitor your child's skills. If you continue to have concerns, contact your Child Find Coordinator	Talk to your pediatrician	Some scores might warrant further educational evaluation for early intervention services or special education services. Contact your Child Find Coordinator
Recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Appendix

### Email to Family: Screenings in Monitoring Range

**Subject:** ASQ Developmental Screening Information

**Body:**

Thank you for completing the Ages and Stages Questionnaires (ASQ's) for your child. Attached you will find the ASQ Developmental Screening scores and recommendation based on those scores, A Developmental Milestone Packet, and an Activities for Home Packet are also included. If your child had difficulty in communication skills area and you have questions regarding your child's development, please contact your Child Find Coordinator\_\_\_\_\_ at\_\_\_\_\_. If there were concerns in other areas of development, please contact your pediatrician. Sincerely,

Skill Area	Based on your answers, your child's skill are on target	Based on your answers your child's skills in this area should be monitored and reinforced.	Based on your answers, further assessment may be needed
ASQ Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASQ Gross Motor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASQ Fine Motor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASQ Problem Solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASQ Personal Social	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASQ:SE:2 Social Emotional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Based on your child's scores above, please see the recommendations below.*

	No additional action by parent is needed. Use attached packet to as guide to further support you child	Implement the attached "Activities for Children" based on your child's age. Continue to monitor your child's skills. If you continue to have concerns, contact your Child Find Coordinator	Talk to your pediatrician	Some scores might warrant further educational evaluation for early intervention services or special education services. Contact your Child Find Coordinator
Recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Appendix

### Email to Family: Screenings Indicate Referral

**Subject:** ASQ Developmental Screening Information

**Body:**

Thank you for completing the Ages and Stages Questionnaires (ASQ's) for your child. Attached you will find the ASQ Developmental Screening scores and recommendation based on those scores, A Developmental Milestone Packet, and an Activities for Home Packet are also included. Please contact your Child Find Coordinator -

\_\_\_\_\_ at \_\_\_\_\_ with questions or to discuss further evaluation.

Sincerely,

Skill Area	Based on your answers, your child's skill are on target	Based on your answers your child's skills in this area should be monitored and reinforced.	Based on your answers, further assessment may be needed
ASQ Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASQ Gross Motor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASQ Fine Motor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASQ Problem Solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASQ Personal Social	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASQ:SE:2 Social Emotional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Based on your child's scores above, please see the recommendations below.*

	No additional action by parent is needed. Use attached packet to as guide to further support you child	Implement the attached "Activities for Children" based on your child's age. Continue to monitor your child's skills. If you continue to have concerns, contact your Child Find Coordinator	Talk to you pediatrician	Some scores might warrant further educational evaluation for early intervention services or special education services. Contact your Child Find Coordinator
Recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Appendix

### Email to Family: Screenings On Target

**Subject:** ASQ Developmental Screening Information

**Body:**

Gracias por completar los cuestionarios de edades y etapas (ASQ) para su hijo. Según obtuvieron los resultados de la evaluación, las habilidades de su hijo son apropiadas para su edad. Adjunto encontrará los puntajes y la recomendación de la Evaluación del desarrollo ASQ basados en esos puntajes, un Paquete de hitos del desarrollo y el Paquete de actividades para el hogar. Si tiene preguntas, comuníquese con su Coordinador de Child Find, \_\_\_\_\_ at \_\_\_\_\_

Sinceramente,

Área de habilidad	Según sus respuestas, las habilidades de su hijo están en el objetivo	Según sus respuestas, las habilidades de su hijo en esta área deben ser monitoreadas y reforzadas.	Según sus respuestas, es posible que se necesite una evaluación adicional
ASQ Comunicación	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASQ habilidades motoras gruesas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASQ las habilidades motoras finas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASQ habilidades para resolver problemas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASQ Habilidades sociales personales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASQ:SE:2 desarrollo social emocional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Según los puntajes anteriores de su hijo, consulte las recomendaciones a continuación.*

	No se necesita ninguna acción adicional por parte de los padres. Use el paquete adjunto como guía para seguir apoyando a su hijo	Implemente las "Actividades para niños" adjuntas según la edad de su hijo. Continúe monitoreando las habilidades de su hijo. Si continúa	Habla con tu pediatra	Algunos puntajes pueden justificar una evaluación educativa adicional para servicios de intervención temprana o servicios de
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		teniendo dudas, comuníquese con su Coordinador de Child Find		educación especial. Contacte a su coordinador de búsqueda de niños
<b>Recomendaciones</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Email to Family: Screenings in Monitoring Range

**Subject:** Información de evaluación del desarrollo ASQ

**Body:**

Gracias por completar los cuestionarios de edades y etapas (ASQ) para su hijo. Adjunto encontrará los puntajes de ASQ Developmental Screening y las recomendaciones basadas en esos puntajes, también se incluye un Paquete de Desarrollo de Hitos y un Paquete de Actividades para el Hogar. Si su hijo tuvo dificultades en el área de habilidades de comunicación y tiene preguntas sobre el desarrollo de su hijo, comuníquese con su Coordinador de búsqueda de niños \_\_\_\_\_ at \_\_\_\_\_. Si hubo inquietudes en otras áreas de desarrollo, comuníquese con su pediatra.  
Sinceramente,

Área de habilidad	Según sus respuestas, las habilidades de su hijo están en el objetivo	Según sus respuestas, las habilidades de su hijo en esta área deben ser monitoreadas y reforzadas.	Según sus respuestas, es posible que se necesite una evaluación adicional
ASQ Comunicación	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASQ habilidades motoras gruesas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASQ las habilidades motoras finas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASQ habilidades para resolver problemas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASQ Habilidades sociales personales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASQ:SE:2 desarrollo social emocional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Según los puntajes anteriores de su hijo, consulte las recomendaciones a continuación.*

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	No se necesita ninguna acción adicional por parte de los padres. Use el paquete adjunto como guía para seguir apoyando a su hijo	Implemente las "Actividades para niños" adjuntas según la edad de su hijo. Continúe monitoreando las habilidades de su hijo. Si continúa teniendo dudas, comuníquese con su Coordinador de Child Find	Habla con tu pediatra	Algunos puntajes pueden justificar una evaluación educativa adicional para servicios de intervención temprana o servicios de educación especial. Contacte a su coordinador de búsqueda de niños
<b>Recomendaciones</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Email to Family: Screenings Indicate Referral

**Subject:** ASQ Developmental Screening Information

**Body:**

Gracias por completar los cuestionarios de edades y etapas (ASQ) para su hijo. Adjunto encontrará los puntajes de ASQ Developmental Screening y las recomendaciones basadas en esos puntajes, también se incluye un Paquete de Desarrollo de Hitos y un Paquete de Actividades para el Hogar. Comuníquese con su Coordinador de Búsqueda de Niños \_\_\_\_\_ al \_\_\_\_\_ con preguntas o para discutir una evaluación adicional. Sinceramente,

Área de habilidad	Según sus respuestas, las habilidades de su hijo están en el objetivo	Según sus respuestas, las habilidades de su hijo en esta área deben ser monitoreadas y reforzadas.	Según sus respuestas, es posible que se necesite una evaluación adicional
ASQ Comunicación	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASQ habilidades motoras gruesas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASQ las habilidades motoras finas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASQ habilidades para resolver problemas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASQ Habilidades sociales personales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASQ:SE:2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>desarrollo social emocional</b>			
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*Según los puntajes anteriores de su hijo, consulte las recomendaciones a continuación.*

	<b>No se necesita ninguna acción adicional por parte de los padres. Use el paquete adjunto como guía para seguir apoyando a su hijo</b>	<b>Implemente las "Actividades para niños" adjuntas según la edad de su hijo. Continúe monitoreando las habilidades de su hijo. Si continúa teniendo dudas, comuníquese con su Coordinador de Child Find</b>	<b>Habla con tu pediatra</b>	<b>Algunos puntajes pueden justificar una evaluación educativa adicional para servicios de intervención temprana o servicios de educación especial. Contacte a su coordinador de búsqueda de niños</b>
<b>Recomendaciones</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>